

CHAPTER – I

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1.0.0 Introduction

The Indian Society is standing at a crossroad. In the 21st century every common people are finding it difficult to visualize the future course of happenings. Still they have faith that something will take place for their good in the coming years. They are sure about one fact that the future century will belong to science and technology. Computer based society will provide solution to some of the basic problems. Famines and epidemic have been fully controlled and bringing technology to our rescue will conquer the war against illiteracy.

Some fundamental questions are often posed by intellectuals of this time as what is our mental readiness to respond to the requirements of a technical society? Or what our school are doing for developing the right concept and proper attitudes to technology among the young school going generation? Probably the answer to such and other allied questions will not be cherished by the destiny makers of this country. But the recently accepted new policy of education (NPE) visualized this basic problem and has laid down a great emphasis on science and technology.

There are certain vital factors answerable for slow growth and development of technology in India's context.

In spite of limitations, it is not difficult to inculcate desire attitude and interest among pupils towards science, if a combined effort on the part of the decision makers, curriculum framers and teachers is made.

The basic question at this juncture is to ascertain the disposition of school going students about the utility of science for present and future. This is the starting point of the present enquiry. The specific problem identified for investigation is stated as:-

Fundamental questions are always raised as under:

1. Do students enjoy their science classes?
2. Do they feel the facts and matters they learn in science in school are useful?
3. Do they find their teachers enthusiastic?
4. Do they perceive science related activities in class etc.?

1.1.0 what are Attitudes?

Attitudes have been defined as idea with emotional context, important beliefs, prejudices biases, predisposition, and appreciation and as states of readiness or set.

According to Allport:

"Attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all object with which it is related"

A variety of patterns are included in an individual's array of attitude. The educative process through planned and random experiences has influenced these attitudes. Creating and shaping attitude is one of the most important functions of the school.

1.2.0 What are Interests?

William James discussed interest as a form of selective awareness or attention that produces meaning out of the mass of one's experiences.

Berdic viewed interest as factors that attract an individual to or repel him from object, persons and activities.

Strong speaks of interests as "likes" and tables "dislikes" as "aversions".

1.3.0 Rationale of the Study

There are the days of the knowledge exploration. Hence, the learners must be prepared to process information suitably and meaningfully so that the information can be retained for a longer time and can be used in different situation of life.

It has along been felt that instruction in science are relatively unpopular among students particularly among tribal girls. This case is still worse among tribal students. Commonly has been observed that the students boys shows more interest towards science and having more positive attitude towards science compare girls.

The study of attitude and interest of class VIII is important as after it, they reach to class IX where they have to grasp the fundamental of number of subjects, where they have to be aware of their own interest and attitude.

From the review of literature, it was found that, while studying sex-difference in attitude towards science Gupta (1972), Desi (1973), Sood (1974) reported that the sex – difference was not significantly related to attitude towards science. While Ghosh (1986), Pandhi (1994), Maitra, Krishna *et al.* (1997) found that boys and girls difference significantly with respect to their attitude towards science.

Ravendranathan (1983) found that the interest towards science for English medium school is higher compare to other language school. Nalleppa (1992) found the interest difference between Rural and Urban pupils.

The present investigation will provide different information concerning the degree of interest and attitude towards science shown by boys and girls of two different culture groups (tribal and non-tribal), which makes the teaching learning of science more effective.

1.4.0 Statement of the Problem

"COMPARATIVE STUDY OF ATTITUDE AND INTEREST TOWARDS SCIENCE OF TRIBAL AND NON-TRIBAL STUDENTS OF CLASS – VIII".

1.5.0 Objectives

Objectives of following study are as follows: -

1. To compare the Attitude towards science of Tribal students and Non-tribal students of Class VIII.
2. To compare the Attitude towards science of Tribal boys with Non-tribal boys of Class VIII.
3. To compare the Attitude towards science of Tribal girls with Non-tribal girls of Class VIII.
4. To compare the Attitude towards science of Tribal boys and Tribal girls of Class VIII.
5. To compare the attitude towards science of Non-Tribal girls and Non-Tribal boys of Class VIII.
6. To compare the Interest towards science of Tribal students and non-tribal students of Class VIII.
7. To compare the Interest towards science of Tribal boys and Non-tribal boys of Class VIII.
8. To compare the Interest towards science of Tribal girls and Non-tribal girls of Class VIII.
9. To compare the Interest towards science of Tribal boys and Tribal girls of Class VIII.
10. To compare the Interest towards science of Non-Tribal boys and Non-Tribal girls of Class VIII.
11. To study the relation of the Attitude towards science and Interest towards science of Tribal students of Class VIII.
12. To study the relation of the Attitude towards science and Interest of towards science of Non-tribal students Class VIII.

1.6.0 Hypotheses

Hypotheses of this research are as follows: -

1. There will be no significant difference of Attitude towards science of the Tribal and Non-tribal students of Class VIII.
2. There will be no significant difference of Attitude towards science of the Tribal boys and Non-tribal boys of Class VIII.
3. There will be no significant difference of Attitude towards science of the Tribal girls and Non-tribal girls of Class VIII.
4. There will be no significant difference of Attitude towards science of the Tribal boys and Tribal girls of Class VIII.
5. There will be no significant difference of Attitude towards science of the Non-Tribal girls and Non-tribal boys of Class VIII.
6. There will be no significant difference of Interest towards science of Tribal and Non-tribal students of Class VIII.
7. There will be no significant difference of Interest towards science of Tribal boys and Non-tribal boys of Class VIII.
8. There will be no significant difference of Interest towards science of Tribal girls and Non-tribal girls of Class VIII.
9. There will be no significant difference of Interest towards science of Tribal boys and Tribal girls of Class VIII.
10. There will be no significant difference of Interest towards science of Non-Tribal boys and Non-tribal girls of Class VIII.

11. There will be no relation between the Attitude towards science and Interest towards science of Tribal students of Class VIII.
12. There will be no relation between the Attitude towards science and Interest towards science of Non-tribal students of Class VIII.

1.7.0 Delimitations of the Study

1. The investigation was confined to the geographical limit of Raipur district.
2. The samples included in the study belong to age group of up to 14 years only.
3. The study has been limited to students of class VIII.
4. The samples were selected from the both Hindi and English medium school of Raipur District.
5. The samples selected were belonging to Rural and Urban area.